REQUEST FOR UNIVERSITY CORE COURSE
University of Central Oklahoma

Course Subject (Prefix), Number and Title: Please attach a course syllabus

Course Subject | Course Number | Course Title (maximum of 30 characters—includes spaces and punctuation)
MPER | 1242 | Class Voice

Course description as it appears in the appropriate catalog.

This course teaches the basics of singing to beginning and intermediate students. Students will explore their own singing voices through applied study of classical vocal technique, including breathing, posture, phonation, resonance, and articulation. Students will learn to apply this vocal technique to easy solo vocal literature. In addition to vocal technique, students will also study methods for learning solo music, performance and practice techniques, strategies for managing performance anxiety, and other techniques required for successfully performing solo vocal music.

University Core Course Inclusion/Deletion Guidelines
☒ Add to Core ☐ Delete from Core ☐ Change Core Area

Does this change affect degree requirements for majors or minors outside the department?
Yes ☐ No ☒
If yes, provide name(s) of department chair(s) contacted, the dates, and the results of the discussion.

Does this change affect a teacher preparation program? (All courses required for any teacher preparation program must have approval from the Council on Teacher Education (CTE) before approval from AACC.)
Yes ☐ No ☒
If yes, send copy of proposal to the Education Curriculum Committee Chair, Dr. Darla Fent.

CTE Approval (Stamp or initial)

School of Music
Department submitting proposal
Rob Glaubitz rglaubitz@uco.edu x5250
Person to contact with questions email address Ext. number

Approved by: As the Department Chair, I verify that faculty listed for this course have the relevant credentialing/expertise required as outlined by the Higher Learning Commission. My signature also expresses my commitment to ensure that our department will have qualified faculty in this role as long as this course is offered. (This will be evaluated on a five-year rotation as a core course.)

Dr. Sandra D. Thompson 9/29/20
College Dean Date

Effective Term (Assigned by Academic Affairs)

Michelle Moeller 9/28/20
College Curriculum Committee Chair Date

Office of Academic Affairs Date

Academic Affairs Form
July, 2019
Select a core area (choose only one)

Written and Oral Communication
- English Composition
- Oral Communication

Quantitative Reasoning/Scientific Method
- Mathematics
- Sciences

Critical Inquiry and Aesthetic Analysis
- Critical Inquiry
- Aesthetic Analysis

American Historical and Political Analysis
- Government
- American History

Cultural and Language Analysis
- Second Language
- Cultural Analysis

Social and Behavioral Analysis

Life Skills
- Liberal Arts
- Non-Liberal Arts

* See end of this form for definition of liberal arts/non liberal arts

If requesting to delete a course from the core, skip the following questions.

1. Student Learning Outcomes (SLOs) (course objectives) – List only SLOs common to all sections of the course (minimum of four SLOs). (Please refer to instructional objectives documents at: https://spaces.uco.edu/display/aaccproposals/UCO+AACC-main+page/UCOAACC-mainpage-faq-helpful-hints.)
   1. Demonstrate improvement in their personal vocal technique.
   2. Define and discuss basic terms and concepts related to singing and classical vocal technique.
   3. Prepare and perform publicly a piece of solo vocal music accompanied by a pianist.
   4. Demonstrate an understanding of performance etiquette.
   5. Employ proper practice technique to continue improvement in vocal study.

2. For each Student Learning Outcome (course objective) listed on the attached syllabus show how it will be assessed by checking the appropriate box(es). (For a description of each assessment measure, please review the document at .) Use a separate sheet if more space is needed.

<table>
<thead>
<tr>
<th>SLO #</th>
<th>Exam Items/Papers</th>
<th>Application/Analysis Items</th>
<th>Group Project</th>
<th>Project</th>
<th>Course Presentation</th>
<th>Exhibit</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>2</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>3</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>5</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>6</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>7</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>8</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>9</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>10</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

** During reassessment of core curriculum course, SLOs and their assessments should be provided again. Changes to core course SLOs must be filed with Academic Affairs.
3. How does this course meet the criteria of a core course in the core area you have specified?

https://spaces.uco.edu/download/attachments/4491734/DescriptionCoreAreasREVISED42804.pdf?version=3&modificationDate=1574349002523&api=v2. Indicate how this course being proposed for inclusion in the core differs substantially from those already present in the core area. What specifically does it offer that the other courses do not?

Singing is an artistic and recreational skill designed to help enrich quality of life for participants and listeners alike. It has been proven in many studies to promote both mental and physical health, including a 2008 joint study between Yale and Harvard which showed that recreational singers tended to have longer life expectancy than non-singers. Other peer reviewed studies have shown benefits from singing for patients suffering from chronic pain, depression, and dementia.

This course specifically teaches students how to improve their skill in singing as well as how to sing more healthily. While several choir courses are in the university core, those choirs focus primarily on singing with others rather than the skills of singing itself as well as singing as a soloist. In other words, choirs complement the skills learned in Class Voice but they do not cover the same material, especially for those who wish to learn solo singing skills.

4. For upper level courses, explain why a course with 3000- or 4000-level designation is appropriate for the Core Curriculum.

n/a

5. Names of current faculty qualified to teach this course.

Rob Glaubitz, Barbara DeMaio, Kevin Eckard, Marilyn Govich, Molly Johnson, Mark Johnson, Danielle Herrington, Hayley Grigg, Jennifer Graham, Celia Wollenberg, Olivia Yokers, Tish Willis, Mateja Govich

6. Additional faculty (adjunct or full-time) required and specific competencies required to teach this course:

No additional faculty are required to teach this course. All faculty teaching this course are qualified to teach applied voice (MPER 1000, 2000, 3020, and 4000).

7. Identify the source(s) of funds for any additional costs associated with an increase in enrollment if course is approved for inclusion in the university core.

No additional costs. This course saves money by allowing beginning singers to study voice in a classroom setting rather than in individual applied lessons. Tuition and fees for applied lessons do not typically cover the cost of the 1-on-1 instruction, while tuition and fees for several singers taught at the same time would exceed the cost of instruction. While many of the skills taught to advanced singers require a 1-on-1 applied lesson to be effective, the skills taught to beginning singers can be taught effectively in a group format.

8. List the Central Six tenant(s) incorporated into this course beyond discipline knowledge.

This course incorporates the tenets of global and cultural competencies, health and wellness, leadership, and RCSA.

9. OPTIONAL: Additional justification for inclusion in the core curriculum:

This course mirrors the Class Guitar course already in the core with a similar goal of teaching an instrument to non-music majors in a class rather than teaching those students in the individual applied lessons taken by music majors. Teaching the course as a class is an effective way to teach beginning singers (although not more advanced singers) and significantly decreases the instructional load of teaching these students for vocal faculty.

Increased enrollment in this course will also lead to increased enrollment in the choral ensembles due to increased interest in vocal music at UCO.
The liberal arts and sciences are defined as those traditional fields of study in the humanities; social and behavioral sciences; communications; natural and life sciences; mathematics; and the history, literature, and theory of fine arts (music, art, drama, dance). Courses in these fields whose primary purpose is directed toward specific occupational or professional objectives, or courses in the arts which rely substantially on studio or performance work are not considered to be liberal arts and sciences for the purpose of this policy. Courses required for the General Educational Program are not necessarily synonymous or mutually exclusive with the liberal arts and sciences. State Regents Policy and Procedures, Chapter 2, Section 5, “Degree Requirements” part 1, (2), P. II-2-86.